

OCTH 6213
Occupational Therapy Process – Pediatrics III
Fall 2024
Mondays 9:00-12:00
4 credits

Instructors: Dani Friberg, OTD, OTR/L, DipACLM and Marilyn Schneider, OTD, OTR/L
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Office Hours/Location: By appointment, Office #391 (Dani) or Life Skills Clinic (Marilyn)

Course Description:

This course builds on learning from OC TH 6211 and 6212 by delving deeper into the occupational therapy process in pediatrics. More complex occupational performance problems of childhood and adolescence will foster continued development of professional reasoning as students demonstrate the ability to appropriately select and apply conceptual models, assessments, and interventions with a variety of pediatric clients. The course also emphasizes the use of evidence to inform professional decision making. Examination of various reimbursement systems and documentation practices will provide students with the ability to effectively communicate the rationale for and value of occupational therapy services in a range of pediatric settings. Students will have the opportunity to integrate knowledge and skills gained throughout their pediatric coursework by applying the occupational therapy process to a client from the community as well as during their level I fieldwork experience in pediatrics. By the end of this course, students are expected to demonstrate entry-level competence in the area of pediatrics.

Pre- or co-requisites:

Full major status in the Occupational Therapy program

Required Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Case-Smith, J., & O'Brien, J. C. (Eds.). (2020). *Occupational therapy for children and adolescents* (8th ed.). Elsevier.

Kramer, P., Hinojosa, J., & Howe, T.-H. (Eds.). (2020). *Frames of reference for pediatric occupational therapy* (4th ed.). Wolters Kluwer.

Optional Texts:

Dole, R. L., & Chafetz, R. (2010). *Peds rehab notes: Evaluation and intervention pocket guide*. F. A. Davis Company.

Mulligan, S. (2014). *Occupational therapy evaluation for children* (2nd ed.). Lippincott, Williams, & Wilkins.

Additional readings:

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), Article 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

Beisbier, S. & Laverdure, P. (2020). Occupation- and activity-based interventions to improve performance of instrumental activities of daily living and rest and sleep for children and youth ages 5-21: A systematic review. *American Journal of Occupational Therapy*, 74(2). 7402180040p1–7402180040p32. <https://doi.org/10.5014/ajot.2020.039636>

Cahill, S.M., Egan, B.E., & Seber, J. (2020). Activity- and occupation-based interventions to support mental health, positive behavior, and social participation for children and youth: A systematic review. *American Journal of Occupational Therapy*, 74, 7402180020. <https://doi.org/10.5014/ajot.2020.038687>

Clark, G.J.F., & Schlabach, T.L. (2013). Systematic review of occupational therapy interventions to improve cognitive development in children ages birth-5 years. *American Journal of Occupational Therapy*, 67(4), 425-430.

De Castro, K.N. (2022). OT's role in the NICU: Increasing positive sensory experiences to support preterm infant neurodevelopment and parent participation. *SIS Quarterly Practice Connections*, 7(3).

Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. *Science*, 333, 959-964. <https://www.science.org/doi/10.1126/science.1204529>

Fox, A., Dishman, S., Valicek, M., Ratcliff, K., & Hilton, C. (2020). Effectiveness of social skills interventions incorporating peer interactions for children with attention deficit hyperactivity disorder: A systematic review. *American Journal of Occupational Therapy*, 74(2), 7402180070p1–7402180070p19. <https://doi.org/10.5014/ajot.2020.040212>

Frolek Clark, G.J., & Schlabach, T.L. (2013). Systematic review of occupational therapy interventions to improve cognitive development in children ages birth-5 years. *American Journal of Occupational Therapy*, 67(4), 425-430. <https://doi.org/10.5014/ajot.2013.006163>

Gronski, M., & Doherty, M. (2020). Interventions within the scope of occupational therapy practice to improve activities of daily living, rest, and sleep for children ages 0-5 years and their families: A systematic review. *American Journal of Occupational Therapy*, 74(2), 7402180010p1–7402180010p33. <https://doi.org/10.5014/ajot.2020.039545>

Hahn-Markowitz, J., Berger, I., Manor, I., & Maeir, A. (2017). Impact of the Cognitive-Functional (Cog-Fun) intervention on executive functions and participation among

children with attention deficit hyperactivity disorder: A randomized controlled trial. *American Journal of Occupational Therapy Association*, 71(5), 7105220010p1–7105220010p9. <https://doi.org/10.5014/ajot.2017.022053>

Lisle, J. (2023). Incorporating hippotherapy in the treatment of pediatric populations. *OT Practice*, 28(8), 35-36.

Rosner, T., Grasso, A., Scott-Cole, L, Villalobos, A., & Mulcahey, MJ. (2020). Scoping review of school-to-work transition for youth with intellectual disabilities: A practice gap. *American Journal of Occupational Therapy*, 74, 7402205020. <https://doi.org/10.5014/ajot.2020.035220>

Student Learning Outcomes:

- Demonstrate an understanding of the varied roles of occupational therapy providers in pediatric settings and how these roles are affected by factors such as characteristics of the setting, reimbursement practices, and local, state, and federal policies.
- Demonstrate an understanding of occupational performance problems commonly seen in pediatric settings and ways to address the occupational needs of children and families.
- Demonstrate advanced clinical reasoning skills with pediatric clients by selecting and applying evaluation and intervention approaches appropriately supported by theory and evidence, interpreting and applying evaluation results appropriately to inform services, and providing recommendations and referrals as appropriate.
- Locate and synthesize scholarly evidence to make evidence-based decisions about pediatric intervention practices using national and international resources.
- Effectively and appropriately plan for, safely and ethically provide, and document occupational therapy services for pediatric clients.
- Observe and reflect on the professional role of the occupational therapist in the assigned level I pediatric facility.
- Apply concepts and skills from their didactic coursework to clinical practice.

ACOTE Standards

B.2.1	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
B.3.2	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client

	factors.
B.3.7	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
B.4.1	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
B.4.2	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.
B.4.3	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention
B.4.4	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.
B.4.6	Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.
B.4.9	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.
B.4.10	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.
B.4.15	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> • Electronic documentation systems • Virtual environments

	<ul style="list-style-type: none"> • Telehealth technology
B.4.18	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.
B.4.21	<p>Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.
B.4.29	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>
B.6.1	<p>Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the:</p> <ul style="list-style-type: none"> o Level of evidence o Validity of research studies o Strength of the methodology o Relevance to the profession of occupational therapy • Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.

Teaching and Learning Methods:

This course will involve a variety of teaching and learning methods including lecture, problem-based learning using case studies, hands-on activities, and quizzes.

Assignments:

Category (Weight)	Assignment	%
Community Client (20%)		
	SOAP notes, Treatment plans, Discussions	20%
Practice Model Analysis (7.5%)		
	Practice Model Grid x4	7.5%
EBP Presentation (10%)		
	EBP Presentation (in pairs)	10%
OSCE (20%)		
	OSCE	20%
In-Class Learning and Participation Activities (7.5%)		
	Various participation activities (including Epic Training)	7.5%
Learning Assessments (20%)		
	Midterm exam	10%
	Final exam	10%
Level I Fieldwork Assignments (15%)		
	Discussion questions	3%
	Client evaluation	3%
	Guided observation	3%
	SOAP note	3%
	Professional behavior evaluation *Students must receive a minimum of 66.66% in either the "outstanding" or "adequate" columns	3%

The following are brief descriptions of each assignment. Instructions, rubrics, and additional information can be found on Canvas.

Community Client

In pairs, students will be teamed with a therapist at the Life Skills Clinic to develop and deliver occupational therapy services for one client throughout the semester. Students are expected to demonstrate competency in treatment planning and documentation, as well as demonstrate professional behaviors.

Practice Model Analysis

Four commonly utilized pediatric frames of reference will be introduced in the course. To prepare for class discussion and application to cases, students will complete the pediatric practice model grid for each frame of reference.

In-class Learning Activities

Students will have opportunities to earn points for demonstrating their learning through activities requiring active participation and application of course knowledge. Students cannot make-up these assignments if they are absent from class, even if they communicate the absence with the teacher before class. In addition, students are expected to act as professionals throughout the course, including coming prepared for all classes, completing assignments in a timely manner, and treating peers and the instructor with respect. Students should demonstrate active participation during class activities by making thoughtful contributions that move conversations forward and add to the learning experience of the class.

Epic Training

In order to develop familiarity with the use of electronic medical record systems, students will sign up to participate in a 30-minute training on the University's EMR, Epic, at the Life Skills Clinic. Questions on the midterm will assess students' understanding of EMR functions and utility.

EBP Project

In groups of 2-3, students will locate and synthesize evidence related to a pediatric intervention of their choice. Student pairs/groups will develop a practice question (PICO), and then utilize a systematic approach to identify and synthesize available literature to inform practice. This project consists of two parts: 1) a written assignment, and 2) a presentation to peers.

OSCE

The Objective Student Clinical Evaluation (O.S.C.E) is an opportunity for students to gain experience with performing the evaluation process in a supportive and structured manner. Students will appear on the evaluation day at their scheduled time, to complete a parent interview and written portions of a pediatric evaluation.

Learning Assessments

Two exams (midterm and final) will be given through Canvas to assess students' comprehension and integration of class knowledge at key points during the semester.

Fieldwork Assignments

- Discussion questions: Students will be expected to participate in discussions of their fieldwork experience.
- Client Evaluation: Students will complete an occupational profile, determine assessment, design treatment, and write goals for a client that they observe during the practicum experience.
- Guided Observation: This document will be presented to the fieldwork supervisor to sign off on as the student works through the clinical reasoning prompted by the guided questions. Supervisors need to sign off on this form.
- SOAP Note: Students will complete one SOAP note while on FW after observing a client in an occupational therapy treatment.
- Professional Behavior Evaluation: This evaluation will be completed by the Level I Fieldwork Supervisor. Students need to receive a minimum of 66.66% in either the

“Outstanding” or “Adequate” columns in order to have successfully completed the Fieldwork I experience. If a student receives less than 66.66% they will be required to repeat the fieldwork experience at another location.

Course Schedule

Please note that our schedule is subject to revision based on the needs of our class; any updates will be made available to students through Canvas.

Week/Date	Topics	Reading and Class Preparation Activities	Assignments
1 Monday 8/19	<p>Course Overview</p> <p>Coding and Billing/EMR</p> <p>Documentation review/ revisit documenting outcomes</p> <p>SOAP note-writing practice</p> <p>Safety considerations</p>	<p>Skim O&K Chpt. 9</p> <p>AOTA Billing Documents and Video (Canvas)</p> <p>Review the following documents on Canvas:</p> <ul style="list-style-type: none"> • Student Review of Goal Writing • SOAP Note Self-Check 	<p>Sign up for Epic training in-class</p>
2 Monday 8/26	<p>Social Skills</p> <p>FOR: A Frame of Reference for Enhancing Social Participation</p>	<p>O&K Chpt. 14 (pp. 338-364)</p> <p>Kramer Chpt. 14</p> <p>Skim Cahill (2020)</p> <p>Videos on Canvas</p> <p>Optional: Fox et al. (2020)</p>	<p>Practice model grid due</p> <p>Complete Epic training this week</p> <p>CC Manual Signature Form due</p>
3 Monday 9/2	<p>Labor Day- no class meeting</p>	<p>O&K Chpt. 17</p> <p>Watch pre-recorded lecture on CO-OP</p>	
4 Monday 9/9	<p>Cognition and Executive Function</p>	<p>Clark & Schlaback (2013)</p> <p>Diamond & Lee (2011)</p> <p>Case-Smith Chpt 28 (Executive functioning – Emotional Regulation and Table 28.2)</p> <p>Optional: Hahn et al. (2017)</p>	<p>Community client visits begin this week</p> <p>Graded SOAP note 1 due this week</p>

<p>5*</p> <p>Monday 9/16</p> <p>Class will meet 4:30-7:30 via Zoom</p>	<p>ADL and IADL in Adolescence</p> <p>Sex and sexuality</p>	<p>O&K Chpt. 12 (Intervention strategies and approaches – end of chapter)</p> <p>O&K Ch. 13 (Intervention Approaches to Target IADLS – end of the chapter)</p> <p>Optional: Beisbier & Laverdue (2020)</p> <p>Gronski & Doherty (2020)</p>	<p>Peer reviewed SOAP note 1 due this week</p>
<p>6</p> <p>Monday 9/23</p>	<p>Pediatric Hand Therapy</p> <p>Guest speaker: Andrew Bracken</p> <p>FOR: Biomechanical</p>	<p>O&K Chpt. 27</p> <p>Kramer Ch. 9</p>	<p>Practice model grid due</p> <p>Graded SOAP note 2 due this week</p> <p>CC discussion post #1 due Tuesday 9/24. Response to peer due Friday 9/27.</p>
<p>7*</p> <p>Monday 9/30</p> <p>Class will meet 4:30-7:30 in-person</p>	<p>Pediatric Rehabilitation Services and Physical Dysfunction</p> <p>Physical disabilities (neuromotor conditions, atypical tone)</p> <p>FOR: NDT</p>	<p>O&K Chpt. 29</p> <p>Kramer Chpt. 8</p> <p>Watch pre-recorded presentation</p>	<p>Practice model grid due</p> <p>Peer reviewed SOAP note 2 due this week</p> <p>Midterm Exam on Canvas to be completed by 10/4</p>
<p>8</p> <p>Week of 10/7</p>	<p>Fall Break</p>	<p>No class</p>	
<p>9</p> <p>Week of 10/14</p>	<p>Level I Fieldwork</p>	<p>No class</p>	<p>FW assignments (see Canvas)</p>

10 Week of 10/21	Level I Fieldwork	No class	FW assignments (see Canvas)
11 Monday 10/28	Pediatric Rehabilitation Services and Physical Dysfunction Guest speakers: Dr. Green, Taelor Coyle, Robyn Carver, and Rachel Peterson FOR: Rehabilitation	O&K Chapter 26 O&K Chpt. 31 (Posttrauma Occupational Therapy Assessments and Interventions – end of chapter)	Practice model grid due CC Discussion #2 initial post due by Tuesday 10/29. Response to peer due Friday 11/1. Graded SOAP note 3 due this week
12 Monday 11/4	OSCE Prep	Review OSCE information in Canvas	Peer reviewed SOAP note 3 due this week
13 Monday 11/11	Mobility and Technology Guest speaker: Megan Reinhart, MPT	O&K Chapter 18	Peer reviewed SOAP note 4 due this week OSCE is Friday 11/15 from 8:30-1:00 pm
14* Monday 11/18 Class will meet at 4:30-7:30 via Zoom	Vocation and Transition	O&K Chpt. 25 Rosner et al. (2020)	Graded SOAP note 4 due this week CC Discussion #3 initial post due Friday 11/22. Response to peer due Wednesday 11/27
15 Monday 11/25	Specialized areas of practice (CBIT, NICU, hippotherapy, pelvic floor, nature-based etc.)	O&K Chpt. 22 (Beginning of chapter - Neurological Rationale for Developmentally Supportive Care) De Castro (2022)	

		Lisle (2023)	
16* Monday 12/2 Class will meet from 4:30-7:30 *location TBD	EBP Presentations		EBP presentation and written assignment due
Finals Week Monday 12/9	Final Exam at 10 am		Final exam at 10 am

Grading Criteria:

Please note that final grades are not “rounded up”. (Students must earn the minimum grade of a C to pass the course as per OT policy). For example, 94.0% = A, 93.99 = A-.]

Grades are based on the following scale:

Range	Grade	Range	Grade	Range	Grade
94 - 100	A	81 - 84.9	B-	69 - 71.9	D+
91 - 93.9	A-	78 - 80.9	C+	66 - 68.9	E
88 - 90.9	B+	75 - 77.9	C		
85 - 87.9	B	72 - 74.9	C-		

Course Policies

Attendance, Participation, and Professional Development: Students are responsible for regular, timely attendance in classroom sessions. Attendance, appropriate use of technology, participation in learning activities, and other professional development behaviors outlined in the student manual will be monitored. Phones and pagers must be turned off during class. Allowing phones to ring and text messaging during class are disruptive behaviors and are disrespectful to the instructor and other students. Any problem behaviors in class can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. Lack of participation, inappropriate behavior, or incomplete homework and in-class activities will result in a lower cumulative score (i.e. multiplied by 0.9 or less).

You can expect to spend 3 hours per credit hour of preparation each week outside of class. If an unforeseen situation occurs that will cause you to miss class, it is your responsibility to let the instructor know ahead of time or as soon as possible. Assignments are to be handed in through Canvas at the start of the class on the due date. There will be a 10% penalty from the total grade for each day that any assignment is late. Students are expected to complete all homework and in-class activities, even when points are not assigned.

Technology use: Cell phone use is prohibited during class. Although recognized as a central storage device for reading and note taking, use of personal technology (I-pad, computer) is discouraged unless central to a particular learning activity. The instructor will tell you to close your computer if you are disengaged from the class because of computer use. The Code of Student Rights and Responsibilities. The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

Academic Honesty and the Code of Student Rights and Responsibilities. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

Other information:

1. **COVID-19 Campus Guidelines.** Please refer to the University's COVID-19 Central website for the latest information and guidelines.

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu

Please note that students in clinical programs should remain in close contact with their program director about the latest guidelines pertaining to COVID-19.

2. *The Americans with Disabilities Act.* The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.

3. *Addressing Sexual Misconduct.* Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. *Academic Honesty and the Code of Student Rights and Responsibilities.* It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

5. *Wellness Statement.* Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

6. *University Safety Statement.* The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort,

call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

7.Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

8.Lauren’s Promise. The following statement discusses interpersonal violence that has occurred on our campus and resources available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does not describe every victim’s experience and certain communities may be at a higher risk for these experiences.

Lauren’s Promise—I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22nd 2018, by a man she briefly dated on the University of Utah campus. **We must all take actions to ensure that this never happens again.**

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255.

If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources. **Here are additional sources of support and help:**

Resource	Phone #	Hours	Affiliation
McCluskey Center for Violence Prevention:	TBD	TBD	University
Center for Student Wellness, Victim Survivor Advocate:	801.581.7776	8-5	University
Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University
University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
Rape Recovery Center 24-hour Crisis Line:	801.467.7273	24 hrs	State
Domestic Violence Link Line:	800.897.5465	24 hrs	State
Stalking Helpline:	800.621.4673	24 hrs	State

Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State
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Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center:
- University Hospitals Chaplin
- Student Athlete Support Services
- Center for Student Wellness Victim Advocates
- Women's Resource Center

9. Diverse Supports for Students. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622
1925 De Trobriand St.
Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603
95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across intersectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapleen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu

409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and

academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support